

**G R A M M A R**

**Read the following text and decide which ONE word best fits each gap (1-10). Write your answers in the space provided below the text. Spelling counts!**

Britain's National Health Service (NHS) recommends that we do at **1** ... 150 minutes of moderate intensity aerobic exercise a week, plus some strength training. Gyms have **2** ... the equipment and the convenience (you **3** ... fit a session in during your lunch break) to make them seem **4** ... the obvious choice for reaching that target. **5** ... many people don't realize is that taking one or two sessions of exercise a week can't make up **6** ... the damage done by sitting down a lot in between.

The idea that joining a gym is the best way to get fit is being challenged by scientists who have studied the benefits of a range of non-traditional exercise regimes. These include exercises **7** ... as high-intensity interval training (HIIT), which may offer similar or **8** ... superior effects **9** ... health as traditional endurance-based training but in **10** ... shorter exercise times.

- 1..... 5..... 9.....  
 2..... 6..... 10.....  
 3..... 7.....  
 4..... 8.....

**Complete the passage by filling the gaps with the proper verb form or verb tense. Write your answers in the spaces below the article. Spelling counts!**

Another non-traditional form of exercise that has recently emerged is exercise snacking. This form of multiple bouts of brief, "snack-sized" portions of exercise **11** \_\_\_ (**show, control**) blood sugar better than a single, continuous workout. In a study **12** \_\_\_ (**examine**) the benefits of exercise snacking, researchers **13** \_\_\_ (**compare**) blood sugar in participants who exercised for 30 continuous minutes and, in the same group, when they broke their exercise up into three small portions **14** \_\_\_ (**perform**) shortly before breakfast, lunch and dinner. This "exercise snacking" lowered blood sugar for about 24 hours and did so much better than the 30-minute exercise.

Controlling blood sugar is very important for people who are at risk of developing type 2 diabetes. It **15** \_\_\_ (**think**) that millions of people in the UK are at high risk of developing type 2 diabetes, so identifying ways to improve blood sugar control is vital.

- 11..... 13..... 15.....  
 12..... 14.....

**Total Points: \_\_\_\_\_ /15 pts**

**V O C A B U L A R Y**

**Complete the gaps 1-10 in the following passage with the best answer (A- D). Circle your answers.**

Regardless of whether there is anything of value to say, many of us feel a burning desire to fill every silent moment with some **1 ...** of conversation. What's so bad about just sitting quietly with someone, and why does **2 ...** silence make us feel so awkward?

Like many of our behaviours, it all comes down to our **3 ...** desire to belong and fit in with the group. According to psychologist Namkje Koudenburg, when the dance of conversation doesn't follow the traditional **4 ...**, we start to worry that something might not be right. We may wonder if we're uninteresting or not relevant, which makes us worry about our position in the group. On the other hand, when the dialogue is **5 ...** back and forth as expected, we feel socially validated.

That said, not all cultures **6 ...** awkward silence in the same ways as Americans and others. For example, in Japan, a long pause can be a sign of respect, especially when considering a serious question. Cross-culture businesspeople are even trained on this **7 ...**, so they don't assume a silent Japanese colleague is unsatisfied with the negotiation or whatever else the conversation is about.

The Finnish, Australian Aboriginals, and those in many Asian countries are also known for long, silent pauses in their talk and don't see them as a sign that the conversation has **8 ...**. Rather, it's not uncommon for people from these countries to think Americans talk too much and **9 ...** conversations. **10 ...**, for those of us where nonstop talking is the norm, researchers say it only takes four seconds of silence for things to get awkward.

- |                        |                |                |                   |
|------------------------|----------------|----------------|-------------------|
| 1. A form              | B type         | C part         | D class           |
| 2. A prolonged         | B dragged      | C stretched    | D lasting         |
| 3. A prime             | B previous     | C pristine     | D primal          |
| 4. A coming and goings | B ebb and flow | C all and some | D airs and graces |
| 5. A flapping          | B bouncing     | C swinging     | D jostling        |
| 6. A tolerate          | B encounter    | C experience   | D retain          |
| 7. A codex             | B seemliness   | C formalities  | D etiquette       |
| 8. A cracked up        | B resolved     | C broken down  | D severed         |
| 9. A dominate          | B dictate      | C deprive      | D determine       |
| 10. A Explicitly       | B Incidentally | C Occasionally | D Accidentally    |

**Total Points: \_\_\_\_\_ / 10 pts**

**R E A D I N G   C O M P R E H E N S I O N**

**Read the following article. There is one task to do on the next page after you read.**

Anxiety about losing your job to technology is both a rational and a growing fear. Andy Haldane, chief economist at the Bank of England, recently estimated that 15m jobs in the UK were threatened by automation. Technology is reaching such levels of sophistication that it is capable not only of manual tasks but cognitive ones too, **1 ...** . The areas most vulnerable include driving and administrative work. But according to a report from Oxford University **2 ...** , teaching at all levels across the educational spectrum is a safe bet.

Yet the apparent safety of teaching as a profession doesn't quite square with the boom in online courses. From the comfort of my sofa, I can watch lectures from prestigious universities around the world, join the hundreds of millions of people who have enrolled in a Khan Academy course or enrol in a Mooc – a massive online open course. A lot of these courses are free, **3 ...** . The appeal for educational institutions is simple: you can pay a teacher once to deliver a lecture to an unlimited amount of students **4 ...** . Students are offered flexibility and can learn at a time and location that suits them. However, drop-out rates for these courses are extremely high and they present no real threat to education as we know it. It seems students still prefer a real classroom.

So why not replace teachers in classroom with technology? To understand why teachers' careers are safe, we need to ask two questions: what do teachers do all day and where does technology fall short?

A quick survey of teacher friends answers the first question: teachers provide pastoral care, direct the Christmas play, recognise and assist vulnerable pupils, cover break-time duty, mentor new teachers, collate data about pupils' attendance and behaviour, mark homework, rig lights and dress sets for school performances, order resources such as textbooks and classroom equipment, write newsletters, take school trips, assess pupil attainment, meet parents, spot potential terrorists (ahem) in accordance with the government's Prevent guidelines, lead assemblies, make endless photocopies, and appraise other members of staff. This list is incomplete **5 ...** . But if you're looking for an easy and long-term job, this isn't it: almost a third of teachers quit within five years.

It's likely that some of the administrative tasks that teachers do will be conducted by technology in the future, just as in other sectors, but what about the actual teaching? The act of teaching isn't just imparting **6 ...** . Teaching is a performance, it's reading the room and working it. This is where technology really falls short. Empathy is a key area of difficulty for technology and automation. Human beings are able to pick up on a multitude of contextual clues to determine and respond to the emotional states of others. Technology can't detect emotional states, **7 ...** .

Another area of difficulty for technology that is key to teaching is quick thinking. Any number of things can and do go wrong on a school day: a guest speaker cancels, the whiteboard freezes, buses are delayed or – the ultimate horror – the photocopier breaks. Human beings are able to think on their feet **8 ...** . Machines aren't able to do this. Thinking on the spot is a key skill of teachers, and many cite the variety of the job as a reason for **9 ...** .

We know what technology can't do for students and teachers, but there are some reasons to be optimistic about the role of technology in education. Teachers in the UK often complain about the administrative workload **10 ...** . Technology could aid data-gathering significantly, freeing up teachers' time and allowing them to focus on more important aspects of their work.

**Olympiáda v anglickom jazyku, 27. ročník, krajské kolo 2016/2017, kategória 2C1 – úlohy**

The best teachers will use technology in the classroom as part of an expanding toolkit, and hopefully they'll see the benefits of smarter technology in the form of reduced clerical work. Classrooms will continue to change shape, but it's safe to assume that there will be a human teacher at the front of them for a long time yet.

**For questions 01-10, decide which of the following sentences (A-M) best fits into each of the numbered gaps in the article and write the letters next to the corresponding numbers in the box below. There are three extra sentences.**

- A. and reformulate their plans to adapt to new circumstances
- B. what's in your head to a captive audience
- C. without having to pay for all the overhead it takes to run a building
- D. talking about something they find difficult
- E. putting a wide range of jobs are at risk
- F. to upskill and change one's career
- G. that looked at over 700 areas of work
- H. let alone adapt its behaviour to cater accordingly
- I. interfering with the actual work of teaching
- J. and already sounds like a lot for a piece of technology to cover
- K. but those with accreditation attached tend to charge
- L. entering the profession in the first place
- M. and present the information in a meaningful way

- |           |
|-----------|
| 01. _____ |
| 02. _____ |
| 03. _____ |
| 04. _____ |
| 05. _____ |
| 06. _____ |
| 07. _____ |
| 08. _____ |
| 09. _____ |
| 10. _____ |

**Total points: \_\_\_\_\_ / 10 pts**

**L I S T E N I N G   C O M P R E H E N S I O N**

**You will hear information about New York City's past and an advertising campaign aimed at improving its image. For questions 1 to 5, fill in the gaps with the information you hear. You should only write 1 or 2 words in each gap. Write your answers in the space provided. You will hear the recording only once.**

1. In the 1970s, the New York authorities tried to mend the city's budget by increasing \_\_\_\_\_.
2. Economic measures adopted by Mayor Beame provoked a surge of \_\_\_\_\_ among representatives of different professions.
3. The police forces reacted to the possibility of massive lay-offs by issuing a special \_\_\_\_\_.
4. The logo for the "I Love New York" campaign was created in a \_\_\_\_\_.
5. The most important element of the entire campaign was represented by \_\_\_\_\_.

**Total points: \_\_\_\_\_ / 5 pts**